

Student _____ Grade _____ Date _____

Teacher _____ School _____


Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.


Introduction: This boy is telling all the things he can do at the park with his dad. Read to find out what he says he can do. Point under each word as you read.

Sources of Information Used

Page	Text			Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
2	I can ride.								
4	I can kick.								
6	I can catch.								
8	I can jump.								
10	I can swing.								
12	I can slide.								
14	I can run.								
16	I can hide.								
Total									



Accuracy Rate	Errors	3 or more	2	1	0
	%	Below 90%	92%	96%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{1cm}}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text The boy can do lots of things at the park. (Gives 2–3 examples such as ride, kick, catch, jump, swing, slide, run, and hide.) <i>Note any additional understandings:</i>	Talk about what things the boy can do at the park.	0 1 2 3
Beyond the Text It's fun to (gives opinion or examples from own life) at the park. Some other things they could do at the park are (gives examples). Some people like to go to the park because they can (be outside and play, have picnics, etc). The boy really likes to go to the park with his dad because (gives any reasonable explanation). <i>Note any additional understandings:</i>	What are some fun things to do at the park? Can you think of some other things that the boy and his dad could do at the park? Why do people like to go to the park? Why do you think the boy likes to go to the park?	0 1 2 3

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about what the boy can do at the park. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, a girl is playing with lots of different things. Read about all the things she likes to play with. Point under each word as you read.


Sources of Information Used

Page	Text			Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
2	I like to play with a truck.								
4	I like to play with a car.								
6	I like to play with the ball.								
8	I like to play with my doll.								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	I like to play with a train.								
12	I like to play with the plane.								
14	I like to play with a boat.								
16	I like to play with my dog!								
Subtotal									
Total									



Accuracy Rate	Errors	6 or more	5	4	3	2	1	0
	%	Below 90%	91%	93%	95%	96%	98%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{1cm}}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text The girl likes to play with lots of different things. (Gives 3–4 examples such as truck, car, ball, doll, train, plane, boat, and dog.) <i>Note any additional understandings:</i>	Tell some of the things the girl likes to play with. What else can you say about what the girl likes to do?	0 1 2 3
Beyond the Text Some of the things the girl likes to play with are toys, but a dog is not a toy. I like (or have) some of the same things the girl likes to play with. The girl is having fun in this book. <i>Note any additional understandings:</i>	What do you notice about the things the girl likes to play with? Does this book make you think of things you like to play with? How do you think the girl was feeling in this story?	0 1 2 3

Guide to Total Score

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things the girl likes to play with. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: A boy is helping his mother shop for food in the market. Read to see what the boy gets for his mom and what she gets for him.

Sources of Information Used

Page	Text	Shopping Level C, RW: 96		E	SC	E			SC		
						M	S	V	M	S	V
2	“Get some milk,” said Mom.										
3	I put the milk in the cart.										
4	“Get some apples,” said Mom.										
5	I put the apples in the cart.										
	Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	"Get some bananas," Mom said.								
7	I put the bananas in the cart.								
8	Mom said, "Get some oranges."								
9	I put some oranges in the cart.								
10	"Get some carrots," Mom said.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
11	I put the carrots in the cart.								
12	"Get some tomatoes," Mom said.								
13	I put the tomatoes in the cart.								
14	"Get some bread," said Mom.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	I put the bread in the cart.								
16	"Get some cookies," I said. Mom put the cookies in the cart.								
Subtotal									
Total									

 Accuracy Rate	Errors	11 or more	10	9	8	7	6	5	4	3	2	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text The boy got everything his mom told him to get. (Gives 2–3 examples such as milk, apples, bananas, oranges, carrots, tomatoes, and bread.) At the end, the mom got the cookies when the boy told her to. <i>Note any additional understandings:</i>	Tell some of the things the mom told the boy to get. What happened at the end?	0 1 2 3 0 1 2 3
Beyond the Text The boy liked to help his mom shop. The mom got the cookies because the boy had been a good helper. The boy thought it was funny (or was happy) that his mom got the cookies. <i>Note any additional understandings:</i>	Why do you think the boy was getting everything his mom told him to get? Why do you think his mom got the cookies? How do you think the boy felt when his mom got the cookies?	0 1 2 3

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how the boy and his mom helped each other when they were shopping. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Carl has a teacher named Mr. Brown. Carl tells all the things he and the other children in his class like to do with their teacher, Mr. Brown.

Sources of Information Used

Page	Text			Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
2	<p>My name is Carl.</p> <p>I go to school.</p> <p>I like school.</p> <p>This is my teacher.</p> <p>My teacher's name is</p> <p>Mr. Brown.</p>								
4	<p>Mr. Brown reads books</p> <p>to us.</p> <p>We like the books.</p>								
6	<p>Mr. Brown helps us</p> <p>write stories.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	We like to write stories. We like to read the stories to him.								
8	Mr. Brown helps us read books. We like to read books to him.								
10	We like to paint pictures. We like to draw pictures. Mr. Brown helps us.								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	Mr. Brown plays games with us. We like to play ball.								
14	We like our school. We like to read books.								
15	We like to write stories. We like to play ball.								
16	We like our teacher, Mr. Brown!								
Subtotal									
Total									



Accuracy Rate	Errors	12 or more	11	10	9	8	7	6	4-5	3	2	1	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	
		Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Carl likes everything he does at school with his teacher. (Gives 2–3 examples, such as read books, write stories, listen to stories, paint pictures, and play ball.) Mr. Brown helps Carl and the other children do things at school. <i>Note any additional understandings:</i>	Carl and the other children like a lot of things they do with their teacher at school, don't they? What were some of those things? What does Mr. Brown do in this story?	0 1 2 3
Beyond the Text Carl likes school because he likes to (gives 1–2 examples, such as read books, write stories, listen to stories, paint pictures, play ball). I think Carl's favorite thing at school is (gives an example) because (any plausible reason). Mr. Brown is a good teacher because (any plausible reason). They do some things like we do at school, such as (gives 1–2 examples). <i>Note any additional understandings:</i>	Why do you think Carl likes school? What does Carl like most about school? Why do you think he likes that? What do you think about Mr. Brown? Why? Did this story remind you of your teacher or class? Why?	0 1 2 3

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things Mr. Brown helps the children do at school.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, the writer tells about all the animals you can see at the zoo.
Read to find out about the animals you can see.

Sources of Information Used

Page	Text	<i>The Zoo</i> Level E, RW: 137		E	SC	E			SC		
						M	S	V	M	S	V
2	You can see elephants at the zoo. The baby elephant can walk on the day it is born!										
4	You can see brown bears at the zoo. The baby bears stay with their mother.										
6	You can see polar bears at the zoo.										
	Subtotal										

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6 <i>cont.</i>	<p>Their fur is white.</p> <p>The fur keeps them warm.</p>								
8	<p>You can see lions</p> <p>at the zoo.</p> <p>The lions are resting.</p> <p>Lions rest for a long time</p> <p>every day.</p>								
10	<p>You can see giraffes</p> <p>at the zoo.</p> <p>Giraffes are tall animals.</p> <p>They can eat leaves from the</p> <p>tops of trees.</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	<p>You can see penguins at the zoo.</p> <p>These birds can not fly.</p> <p>But they can swim!</p>								
14	<p>You can see chimps at the zoo.</p> <p>The chimps like to climb trees.</p> <p>They hold on to the trees with their big hands.</p>								
16	<p>You can see all the animals at the zoo!</p>								
Subtotal									
Total									



Accuracy Rate	Errors	15 or more	14	12-13	11	9-10	8	7	5-6	4	3	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0	1	2	3
	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.			

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text You can see lots of animals at the zoo. (Gives 2–3 examples such as chimps, elephants, giraffes, penguins, polar bears, lions, and brown bears.) Accept a variety of facts about the book such as: lions resting for a long time; chimps liking to climb trees; baby elephants walking on the day they are born; giraffes eating leaves; penguins swimming; polar bears having thick, white fur; baby bears staying with their mother. <i>Note any additional understandings:</i>	What are some of the animals you can see at the zoo? What did you learn about the animals at the zoo? What else did you learn?	0 1 2 3
Beyond the Text The zoo is a fun place to go because you can see animals and learn about them. This book helps you know what a zoo is like so you may want to go there (or other plausible reason). <i>Note any additional understandings:</i>	Why do people like to go to the zoo? Why do you think this writer wanted to tell you about animals you can see at the zoo?	0 1 2 3

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things you learned about the animals at the zoo.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Mother Bird makes a nest with sticks and grass and then she lays her eggs in the nest.
Read to find out what she does to take care of her new baby birds.

Sources of Information Used

Page	Text	From Nest to Bird Level F, RW: 165		E	SC	E			SC		
						M	S	V	M	S	V
2	This is Mother Bird. What does Mother Bird do?										
3	Mother Bird gets sticks and grass. She makes a nest.										
4	Why does Mother Bird need a nest?										
5	Mother Bird needs a nest for her eggs!										
	Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5 <i>cont.</i>	She lays eggs in the nest. The eggs are blue.								
6	What does Mother Bird do now?								
7	Mother Bird sits on the eggs. She keeps the eggs warm.								
8	Why does Mother Bird keep the eggs warm?								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	Baby birds are in the eggs. The baby birds will come out of the eggs soon!								
10	The baby birds are out! What does Mother Bird do now?								
11	Mother Bird feeds her baby birds. She feeds bugs to them.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	The baby birds chirp and chirp. They want to eat more bugs. Where is Mother Bird?								
13	Mother Bird gets more bugs. The baby birds eat and eat.								
14	The baby birds hop up and down. Why do they hop?								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	The baby birds hop and hop. Soon they will fly!								
16	Look at the baby birds! The baby birds can fly!								
Subtotal									
Total									



Accuracy Rate	Errors	18 or more	16-17	15	13-14	11-12	10	8-9	6-7	5	3-4	1-2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Recounts most of the events in order such as: Mother Bird makes a nest with sticks and grass; she lays eggs; she sits on the eggs; baby birds hatch; she feeds bugs to the baby birds; baby birds hop; baby birds fly. <i>Note any additional understandings:</i>	What happened first in the book? What happened next? What happened at the end?	0 1 2 3
Beyond the Text The eggs have to stay warm so that the little birds inside can (stay alive, grow). Mother Bird needs to do these things because baby birds are helpless and must be taken care of. Baby birds have to peck themselves out of the eggs when they are big enough; they can't fly right after they hatch. They have to learn. Hopping makes their legs (or wings) stronger. <i>Note any additional understandings:</i>	Why does Mother Bird have to sit on the nest? Why does Mother Bird have to do things for the baby birds? What are some of the things the baby birds have to do for themselves? Why do you think the little birds hop so much?	0 1 2 3

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about how Mother Bird took care of her eggs and her baby birds. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Bubbles are filled with air like balloons. Read to find out about all different kinds of bubbles and how they are made.

Sources of Information Used

Page	Text	<i>Bubbles</i> Level G, RW: 152		E	SC	E			SC		
						M	S	V	M	S	V
2	Look at all the bubbles! Some bubbles are big and some are little.										
3	All these bubbles are made with soap and water. They are called soap bubbles.										
4	Soap bubbles are pretty. They are very shiny, and they have lots of colors, just like a rainbow.										
	Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	What is inside all the bubbles? Bubbles are like little balloons. They are filled with air.								
8	Little bubbles have a little air inside. Big ones have more air inside.								
9	This boy is blowing air to make a soap bubble.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>This girl is blowing air</p> <p>into a straw.</p> <p>The air is going</p> <p>into the girl's milk</p> <p>to make bubbles.</p>								
12	<p>Here is an enormous bubble.</p> <p>This bubble is as long</p> <p>as a van!</p> <p>It has lots of air inside.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
14	Don't forget about bubble gum! This boy is blowing air into his gum to make a big, big bubble. If he blows in too much air . . .								
16	. . . the bubble will pop !								
Subtotal									
Total									

 Accuracy Rate	Errors	16 or more	15	13–14	12	10–11	9	7–8	6	4–5	3	1–2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text There are all kinds of bubbles. (Names 2–3 examples, such as soap bubbles, milk bubbles, or bubble gum.) Recounts 3–4 facts about bubbles from the book such as: can be made with soap and water; can have colors in them; are filled with air; can be made by blowing air; can be big or little; will pop if you blow in too much air. <i>Note any additional understandings:</i>	What are some kinds of bubbles? What did you learn about bubbles? What else did you learn about bubbles and how they are made?	0 1 2 3
Beyond the Text Bubbles get bigger when they have more air inside them. Bubbles are like balloons because they have air inside them. Bubbles can pop if they get too much air inside them. <i>Note any additional understandings:</i>	How do bubbles get bigger? How are bubbles like balloons? Why do bubbles pop?	0 1 2 3

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three interesting things you learned about bubbles.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: There are many kinds of trucks and they do important jobs. Read to find out about the different kinds of trucks and the jobs they do.

Sources of Information Used

Page	Text			Sources of Information Used					
		E	SC	E			SC		
				M	S	V	M	S	V
2	Big trucks are on the road. They are going to many different places. They are going to do many important jobs.								
4	This is a fire truck. Fire trucks help put out fires. This truck has a long hose that shoots water on the fire.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>This truck picks up trash.</p> <p>The trash goes in the back of the truck.</p> <p>The truck crushes the trash to make it smaller.</p> <p>Then the truck carries the trash away.</p>								
8	<p>This is a mail truck.</p> <p>It picks up mail from the post office.</p> <p>Then the truck carries the mail all over town.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>This big truck is a snowplow.</p> <p>It pushes the snow</p> <p>to the side of the road.</p> <p>Then big trucks come</p> <p>to carry the piles</p> <p>of snow away.</p>								
12	<p>This truck carries</p> <p>all kinds of food.</p> <p>The truck picks up corn</p> <p>at the farm.</p> <p>Then it takes the corn</p> <p>to the market.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
14	<p>This is an ice cream truck.</p> <p>The ice cream truck plays a song.</p> <p>Children hear the song</p> <p>and run to get ice cream.</p>								
16	<p>All kinds of trucks are on the road.</p> <p>Some trucks are for work.</p> <p>And some trucks are for play.</p>								
Subtotal									
Total									

 Accuracy Rate	Errors	20 or more	18–19	16–17	15	13–14	11–12	9–10	7–8	5–6	3–4	1–2	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

 Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key <ul style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text There are different kinds of trucks and they do different things. (Names 2–3 trucks such as fire truck, trash truck, mail truck, snowplow, food truck, ice cream truck.) Trucks do many different jobs. (Gives 1–3 examples such as: a fire truck has a long hose and puts out fires; a trash truck crushes trash; a mail truck picks up and carries mail; a snowplow carries snow away; some trucks carry food; an ice cream truck sells ice cream and plays a song; a toy truck is for play.) <i>Note any additional understandings:</i>	Tell what you learned about trucks from reading this book. Tell me more about different kinds of trucks and the jobs they do.	0 1 2 3
Beyond the Text People need trucks because (gives a plausible reason). The toy truck is different from all the other trucks because (gives 2–3 reasons such as it is little; it is used for play; it doesn't do jobs for people). <i>Note any additional understandings:</i>	Why are trucks important to us? How is the truck on the last page different from all the other trucks?	0 1 2 3

Guide to Total Score

- 6–7 Excellent** Comprehension
- 5 Satisfactory** Comprehension
- 4 Limited** Comprehension
- 0–3 Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three things you learned about trucks and the important jobs they do. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Koalas are animals that live in a country called Australia. Read this book to learn all about how koalas live, what they eat, and about their babies.

Sources of Information Used

Page	Text	All About Koalas Level I, RW: 217			E	SC	E			SC		
							M	S	V	M	S	V
2	This is a koala. It comes from Australia.											
3	Koalas live in tall trees called gum trees. Koalas have sharp claws. The claws help them climb the trees.											
4	Koalas have thick fur and white chests.											
Subtotal												

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	They have fluffy ears and big noses!								
6	The koala's nose helps it find food. Koalas eat gum leaves.								
7	Koalas sleep in the day. At night, they wake up to eat.								
8	Koalas do not drink water. There is water in the leaves koalas eat. They get food and water at the same time.								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
9	This is a baby koala. A young koala is called a joey, just like a baby kangaroo. When a joey is born, it has no hair.								
10	A koala joey is very small. The little koala stays in its mother's special pouch.								
11	In the pouch, the baby koala drinks its mother's milk.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12	This joey is seven months old. It is as long as a loaf of bread.								
13	The joey travels on its mother's back. It uses its thumbs to hold on.								
14	Koalas "talk" to each other. Mothers and babies make soft sounds. Koalas make deep sounds when they are far away.								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
15	Koalas have a problem today. Some people are cutting down trees to make room for houses.								
16	Many people want to save these trees. Koalas need a safe place to call home.								
Subtotal									
Total									



Accuracy Rate	Errors	23 or more	21–22	19–20	17–18	15–16	12–14	10–11	8–9	6–7	4–5	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Names several facts about koalas such as: live in tall gum trees; have sharp claws; have thick fur and white chests; have fluffy ears; eat leaves; sleep in the day; don't drink water; have babies called joeys that don't have a hair. <i>Note any additional understandings:</i>	Talk about what you learned about koalas. What else did you learn?	0 1 2 3
Beyond the Text Koalas are like kangaroos (or any plausible comparison). Koalas' bodies help them climb tall trees. A baby koala could not live by itself; it has to be in the mother's pouch because it is so young (or little). Trees are important to koalas because they are safe there and they eat the leaves. Cutting down trees is bad for koalas because they need them to eat and live in. <i>Note any additional understandings:</i>	Do koalas remind you of any other animals? What helps the koalas climb tall trees? Why does the joey stay in the mother's pouch? Why are trees important to koalas? What could happen if all of the trees are cut down?	0 1 2 3

Guide to Total Score

- 6–7** Excellent Comprehension
- 5** Satisfactory Comprehension
- 4** Limited Comprehension
- 0–3** Unsatisfactory Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three interesting things you learned about koalas.
You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: Dogs can be more than pets. They can help people. Therapy dogs help people feel better and service dogs help people do things. Read to find out about these two kinds of dogs and what they do.

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>More Than a Pet</i> Level J, RW: 263	E	SC	E			SC		
					M	S	V	M	S	V
2	Do you know anyone who has a pet dog? Maybe you have a dog in your family. Dogs are good pets.									
3	Some dogs are more than pets. Two kinds of dogs do special jobs. Dogs that make people feel better are called therapy dogs . Dogs that work are called service dogs .									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	<p>[Therapy Dogs]</p> <p>Sometimes people can not stay at home because they are not well. They must stay in a hospital or in a nursing home. They miss their homes and families.</p> <p>People feel better when they pet a dog.</p>								
7	<p>People like to pet dogs and feel their soft fur.</p> <p>Therapy dogs cheer people up when they are sad because they are not feeling well.</p>								
Subtotal									

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	May is a friendly and snuggly dog. She visits Sam in the hospital. She curls right up in bed, and Sam smiles.								
9	Addie is a gentle pup. Her owner takes her to visit people in a nursing home. She stays very still when they pet her.								
10	[Service Dogs] Service dogs are more than pets. Service dogs live with the people they help.								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10 <i>cont.</i>	They work, play, and go everywhere with their owners.								
11	Service dogs go to a special school where they are trained to help their owners.								
12	Royal is a service dog who helps Lily, his owner. Lily needs help because she can't see well. Royal came to live with Lily when he was a puppy. He and Lily were trained together.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
12 <i>cont.</i>	<p>Now, Royal and Lily are together all the time.</p> <p>Lily holds on to Royal's harness at the mall or on the train.</p> <p>Royal makes sure it's safe for Lily to walk.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.



Accuracy Rate	Errors	28 or more	25–27	23–24	20–22	18–19	15–17	12–14	10–11	7–9	4–6	1–3	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.



Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text <p>There are two kinds of dogs that help people. Some dogs help people feel better and some dogs work. (May or may not use the terms <i>therapy</i> and <i>service</i>.)</p> <p>Dogs help people in many different ways. (Gives 2–3 examples such as: dogs cheer people up; they help their owners; they make sure the owner is safe; they get things for their owners.)</p> <p><i>Note any additional understandings:</i></p>	<p>What were the two kinds of dogs that you read about?</p> <p>What did you learn about therapy dogs?</p> <p>What did you learn about service dogs?</p> <p>What else did you learn about the two kinds of dogs?</p>	<p>0 1 2 3</p>
Beyond the Text <p>I didn't know that (gives examples of new information).</p> <p>Dogs must be smart because they can learn to help people in different ways (or people train them).</p> <p>Dogs are good pets and they can also do a lot more things to help people.</p> <p>In this picture, the woman is blind and the dog is helping her get on a train.</p> <p><i>Note any additional understandings:</i></p>	<p>What new information did you learn about dogs when you read this book?</p> <p>Why do you think dogs can be so helpful?</p> <p>Why do you think dogs are so important to people?</p> <p>Look at the photograph on page 13. What information does it give you?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 6–7** **Excellent** Comprehension
- 5** **Satisfactory** Comprehension
- 4** **Limited** Comprehension
- 0–3** **Unsatisfactory** Comprehension

Subtotal Score: _____/6

Add 1 for any additional understandings: _____/1

Total Score: _____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three ways dogs help people. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____

Teacher _____ School _____


Recording Form

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Animals and people have five senses. But animal senses do not always work like people's senses work. Read to find out how some animals see, touch, taste, smell, and hear.

Sources of Information Used

Page		Start Time ____ min. ____ sec.	Surprising Animal Senses Level K, RW: 266	E	SC	E			SC		
						M	S	V	M	S	V
2	[Introduction]										
You may already know about your five senses. People can see, touch, taste, smell, and hear.											
Animals also use their senses to learn about the world. But animal senses do not always work the way people’s senses work.											
In this book you will read about how animal senses work—how many animals see, touch, taste, smell, and hear in ways that are different from people.											
Subtotal											

Part One: Oral Reading *continued*

Page	Text	E	SC	Sources of Information Used					
				E			SC		
				M	S	V	M	S	V
4	<p>[Sight]</p> <p>Who is the mother and who is the child in this picture? How can you tell?</p> <p>You use your sense of sight.</p>								
5	<p>You use your eyes to see. A starfish uses its arms! Starfish do not have eyes. Instead, they have small spots at the ends of their arms to help them see light and dark.</p>								
6	<p>[Touch]</p> <p>If your eyes are closed, how can you tell the difference between a soft chick and rough sandpaper? You use your sense of touch.</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7	You use your skin to touch. Cats do, too. But cats also use their whiskers! The touch of the whiskers helps cats know whether they can fit through small openings.								
8	[Taste] How can you tell if you like salad? You use your sense of taste.								
9	You use your tongue to taste. A butterfly tastes with its feet! When butterflies land on flowers, they use taste buds on their feet to know if the flowers are good to eat.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>[Smell]</p> <p>Do you like the smell of fresh flowers?</p> <p>Most people do. Your sense of smell tells you that flowers smell good.</p>								
11	<p>You use your nose to smell. Snakes use their mouths! Instead of sniffing, they flick their tongues to bring smells into their mouths.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	28 or more	26-27	23-25	20-22	18-19	15-17	12-14	10-11	7-9	5-6	1-4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Reading Rate (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ 15,960 \div ____ = ____ WPM
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>People and animals have senses.</p> <p>Some animals use their senses in different ways than people.</p> <p>Reports 2–3 details about how animals use their senses such as: a starfish uses its arms to see; a cat uses its whiskers to feel; a butterfly uses its feet to taste; a snake uses its tongue to smell; a cricket uses its front legs to hear; some animals have super senses that are stronger than people's.</p> <p><i>Note any additional understandings:</i></p>	<p>What did you learn about animals and their senses?</p> <p>Are animals' senses the same as people's senses?</p> <p>How do some animals use their senses? How else? Tell about some examples from this book.</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Reports one cause/effect relationship such as, dogs are good at tracking people because they can smell a million times better than people.</p> <p>Animals can do things people cannot do because of their senses. (Gives an example such as: birds can see from high in the sky; bloodhounds can track a person's smell; bats can listen to know where they are in the dark.)</p> <p>The heading "Super Senses" means that all these animals have a super sense of some kind that is stronger than ours.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do animals need these special senses?</p> <p>Can animals' senses help them do things people cannot do? How? What is an example?</p> <p>Look at the heading on page 14. What does this heading tell you about the information in this section?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued***Guide to Total Score**

- 6–7** **Excellent** Comprehension
5 **Satisfactory** Comprehension
4 **Limited** Comprehension
0–3 **Unsatisfactory** Comprehension

Subtotal Score: ____/6

Add 1 for any additional understandings: ____/1

Total Score: ____/7

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
1 Reflects **very limited** understanding of the text.
2 Reflects **partial** understanding of the text.
3 Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three animals and how they use their senses. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, you will learn many things about whales, such as what they look like, how they live, how they are born, and where you can see them. Read to learn about the largest animals in the world.

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	<i>Giants of the Sea</i> Level L, RW: 268	E	SC	E			SC		
					M	S	V	M	S	V
2	[The Largest Animal]									
	Think of the biggest animal you know.									
	Is it a horse? Is it an elephant?									
	The largest animal lives in the sea. It is									
	much bigger than a horse or an elephant.									
	It is the blue whale, a giant of the sea.									
3	The blue whale is the largest animal									
	on Earth.									
4	Other whales are big, too.									
	They may be different colors and									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4 <i>cont.</i>	different shapes, but they are all very large.								
6	[Breathing and Diving] Whales look like fish, but they are not fish. Whales live in the water, but they cannot breathe underwater the way fish can. All whales breathe air.								
7	Whales have lungs, like you do. You breathe through your nose or mouth. Whales breathe through holes on the tops of their heads. The holes are called <i>blowholes</i> .								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
8	A whale swims up to the top of the water. It blows air out of its blowhole. The whale blows so hard that it makes a cloudy spray called <i>blow</i> .								
9	Then the whale takes a deep breath. Air goes in through the blowhole. The blowhole snaps shut, and the whale is ready to dive under the water again. Some whales can stay underwater for one hour or more.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
10	<p>[Baby Whales]</p> <p>A baby whale is called a <i>calf</i>. As soon as a calf is born, the mother whale helps it swim up to the surface of the water. Then the newborn calf takes its first breath.</p>								
11	<p>A baby whale learns to swim soon after it is born. The calf stays close to its mother for about a year. A whale calf grows fast. A baby blue whale can gain as much as 200 pounds a day!</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	15 or more	13-14	10-12	7-9	5-6	1-4
	%	Below 95%	95%	96%	97%	98%	99%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Reading Rate (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $16,080 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>There are many different kinds of whales.</p> <p>Lists 4–5 facts about whales, such as: whales are the biggest animals; there are different kinds and sizes of whales; whales live in the water; whales breathe air; a baby whale is called a calf; whales make different sounds to communicate with each other; you can see whales at a sea park or in the sea.</p> <p>Describes a graphic and interprets it.</p> <p><i>Note any additional understandings:</i></p>	<p>What were some of the important facts about whales that were in this book?</p> <p>What are other facts that you learned?</p> <p><i>Text Feature Probe</i></p> <p>Look at the photograph and drawing on pages 2 and 3. What did you learn from these pages?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Whales are like people and land animals because they breathe air.</p> <p>Whales make sounds to communicate with each other.</p> <p>I learned that (2–3 kinds of information new to the reader).</p> <p><i>Note any additional understandings:</i></p>	<p>How are whales like people and how are they different?</p> <p>Why do whales make sounds?</p> <p>What did you learn that was new information to you?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The writer tells information in the pictures, in the paragraphs (or book), and in the charts.</p> <p>The writing in this book is interesting because (gives any plausible reason).</p> <p>The writer showed pictures of horses, elephants, and whales to compare the size. And, the writer said the whale is the biggest animal in the world.</p> <p><i>Note any additional understandings:</i></p>	<p>Why do you think the writer included photographs and drawings in the book? Can you give me an example?</p> <p>What did the writer do to make whales interesting to read about?</p> <p>Some whales are really big. What did the writer of this book do to help us know just how big they are?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about five interesting things you learned about whales. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, you will learn how a monarch butterfly changes from an egg to a caterpillar.
Read to find out how it turns its skin into a chrysalis and comes out as a butterfly.

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	The Life of a Monarch Butterfly Level M, RW: 223	E	SC	E			SC		
					M	S	V	M	S	V
2	Do you see the speck on this leaf? It's a tiny egg! A monarch butterfly laid the egg. Someday, after many changes have taken place, the egg will become a beautiful butterfly.									
3	[Egg] Every butterfly starts out as an egg. The female butterfly looks for a good place to lay									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
3 <i>cont.</i>	her eggs. Monarch butterflies lay their eggs on milkweed plants.								
4	<p>[Caterpillar]</p> <p>The eggs hatch after a few days. You might be expecting a tiny butterfly. But instead, a tiny caterpillar crawls out of each egg. A newborn caterpillar is so small you can hardly see it. But it will not stay small very long.</p> <p>As soon as the caterpillar hatches, it starts to eat.</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
5	First the newborn caterpillar eats its own eggshell. Then it starts to eat the milkweed plant. It crunches and munches like an eating machine! The caterpillar eats and eats and eats. The more it eats, the larger it grows. The caterpillar's skin starts to get tight, like a pair of pants that are too small.								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>Soon the caterpillar's old skin splits open! But the caterpillar has been growing a new, larger skin underneath the old skin.</p> <p>When the old skin breaks, the caterpillar crawls right out of it.</p> <p>This happens again and again.</p> <p>Because it grows so fast, the caterpillar will change its skin five times before it is fully grown.</p>								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	13 or more	11-12	8-10	6-7	4-5	1-3
	%	Below 95%	95%	96%	97%	98%	99%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Reading Rate (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $13,380 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text Describes important parts of the butterfly's life cycle: the butterfly lays an egg; the egg hatches; a caterpillar crawls out; the caterpillar eats and eats; the caterpillar's skin gets tight and splits five times; the caterpillar hangs upside down; the caterpillar has a chrysalis; the caterpillar changes to a butterfly; the butterfly comes out; the butterfly lays eggs. <i>Note any additional understandings:</i>	Tell how an egg becomes a butterfly. What happens first? Then what happens? Then what?	0 1 2 3
Beyond the Text The egg becomes a butterfly, then the butterfly lays an egg, then the egg becomes a butterfly again. <i>Note any additional understandings:</i>	How does the life cycle of a monarch butterfly keep repeating?	0 1 2 3

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The writer described everything in the order it happens.</p> <p>The writer gave information in lots of different ways, such as: headings to the sections; diagrams; photographs; captions for pictures.</p> <p><i>Note any additional understandings:</i></p>	<p>The writer told the information in a special way to make it easy for you to understand how an egg turns into a butterfly. What did the writer do?</p> <p>In addition to the main part of the book, what are some of the other ways the writer told information about the monarch butterfly?</p>	<p>0 1 2 3</p>

Guide to Total Score

- 9–10 Excellent** Comprehension
- 7–8 Satisfactory** Comprehension
- 5–6 Limited** Comprehension
- 0–4 Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about three interesting things you learned about the life of a monarch butterfly. You can draw a picture to go with your writing.

Student _____ Grade _____ Date _____


Teacher _____ School _____

Recording Form**Part One: Oral Reading**

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, you will learn about how caves are formed. You will read about the formations in caves—stalactites that hang from the ceiling and stalagmites that come up from the floor. Read to learn all about caves.

Sources of Information Used

Page	 Start Time ____ min. ____ sec.	Exploring Caves Level N, RW: 272	E	SC	E			SC		
					M	S	V	M	S	V
2	[Caves and Cavers]									
	Caves are dark, hidden worlds									
	that some people like to explore.									
	These people are called <i>cavers</i> .									
	Some big caves, called <i>caverns</i> ,									
	have rooms that connect, just like									
	a house. Cavers have fun crawling,									
	climbing, and sliding through rocky									
	spaces—some tiny, some huge—to									
	learn about these interesting places.									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
4	<p>[How Are Caves Formed?]</p> <p>Scientists have different ideas about how caves are formed. Most think caves are created by water.</p> <p>When rain falls, it mixes with an invisible gas in the air. When the water reaches the ground, it seeps into the earth.</p>								
5	<p>The water continues going deeper into the earth until it touches rock. Very slowly, the water eats away at the rock and causes tiny cracks to develop. The cracks in the rock grow wider with time. Then the water flows out and leaves behind a cave.</p>								
Subtotal									


Part One: Oral Reading *continued*

Sources of Information Used


Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
6	<p>[Safety First]</p> <p>Guides work at many cave sites.</p> <p>These experts can lead people through the twisting tunnels and paths inside caves without getting lost.</p> <p>Cavers love adventure, but they have to be smart and careful. One rule they follow is never to explore alone. There must be at least three people in a group. That way, if there's an accident, someone can go get help.</p>								
Subtotal									

Part One: Oral Reading *continued*


Sources of Information Used

Page	Text	E	SC	E			SC		
				M	S	V	M	S	V
7	Cavers follow another rule—be prepared! It can get very cold inside a cave, so cavers wear warm clothing. They also wear helmets to protect their heads from falling rocks. Sturdy hiking boots help them walk along bumpy or slippery paths.								
8	It's very dark inside a cave, but instead of carrying flashlights, many cavers wear helmets with lights attached to them. That way their hands are free to hold on as they climb on rocks.								
Subtotal									
 End Time ____ min. ____ sec.		Total							

Have the student finish reading the book silently.




Accuracy Rate	Errors	15 or more	13–14	10–12	7–9	5–6	1–4
	%	Below 95%	95%	96%	97%	98%	99%



Self-Correction Ratio	$(E + SC) \div SC = 1: \underline{\hspace{2cm}}$
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Fluency Score	0 1 2 3	Fluency Scoring Key <ol style="list-style-type: none"> 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate. 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time. 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns. 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.
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Reading Rate (Optional)	End Time ____ min. ____ sec. Start Time ____ min. ____ sec. Total Time ____ min. ____ sec. Total Seconds ____ $(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$ $16,320 \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \text{ WPM}$
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Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what you learned in this book.

Comprehension Scoring Key

- 0** Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1** Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2** Reflects **satisfactory** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3** Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Caves are spaces under the ground.</p> <p>Reports 3–4 interesting facts about caves, such as: people who like to explore caves are cavers; caves have rooms; water eats away at the rock to make a cave; three people need to go together in a cave; cavers wear warm clothes, helmets with lights, and hiking boots; animals live in caves; water drips form stalactites and stalagmites.</p> <p><i>Note any additional understandings:</i></p>	<p>What is a cave?</p> <p>What did you learn about caves?</p> <p>What else?</p>	<p>0 1 2 3</p>
<p>Beyond the Text</p> <p>Caves are very important, and we need to take care of them.</p> <p>Recounts one major idea from the text, such as: It takes a long time to make a cave; caves are home to many animals, so we need to take care of them; we can learn a lot about Earth from caves.</p> <p>I would like to explore a cave because (gives a plausible reason).</p> <p><i>Note any additional understandings:</i></p>	<p>What was the most important idea in this book?</p> <p>What did you learn about why caves are important to us?</p> <p>I might (or might not) like to explore a cave, would you? Why (not)?</p>	<p>0 1 2 3</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The writer put information in the book that she thought readers would not know and would find interesting (gives examples).</p> <p>The author read a lot about caves to learn about them and so she could write accurately about them. The facts must be right in this book because (gives author's credentials, references, other).</p> <p>There are different kinds of information in different places in the book. The sections (or headings, titles, table of contents) tell you where to look.</p> <p>The writer wants you to think that caves are very interesting and make you want to visit one or read more about them.</p> <p><i>Note any additional understandings:</i></p>	<p>How do you think the writer decided what information to put in the book?</p> <p>Do you think the information in this book is accurate? Why (not)?</p> <p>How does the writer help you find the different kinds of information in this book?</p> <p>What do you think the author wants you to think about caves? What do you think she might want you to do after you read this book?</p>	<p>0 1 2 3</p>

Guide to Total Score9–10 **Excellent** Comprehension7–8 **Satisfactory** Comprehension5–6 **Limited** Comprehension0–4 **Unsatisfactory** Comprehension

Subtotal Score: _____/9

Add 1 for any additional understandings: _____/1

Total Score: _____/10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 0** Reflects **no** understanding of the text.
- 1** Reflects **very limited** understanding of the text.
- 2** Reflects **partial** understanding of the text.
- 3** Reflects **excellent** understanding of the text.

Student _____

Date _____

Write about five interesting things you learned about caves. You can draw a picture to go with your writing.